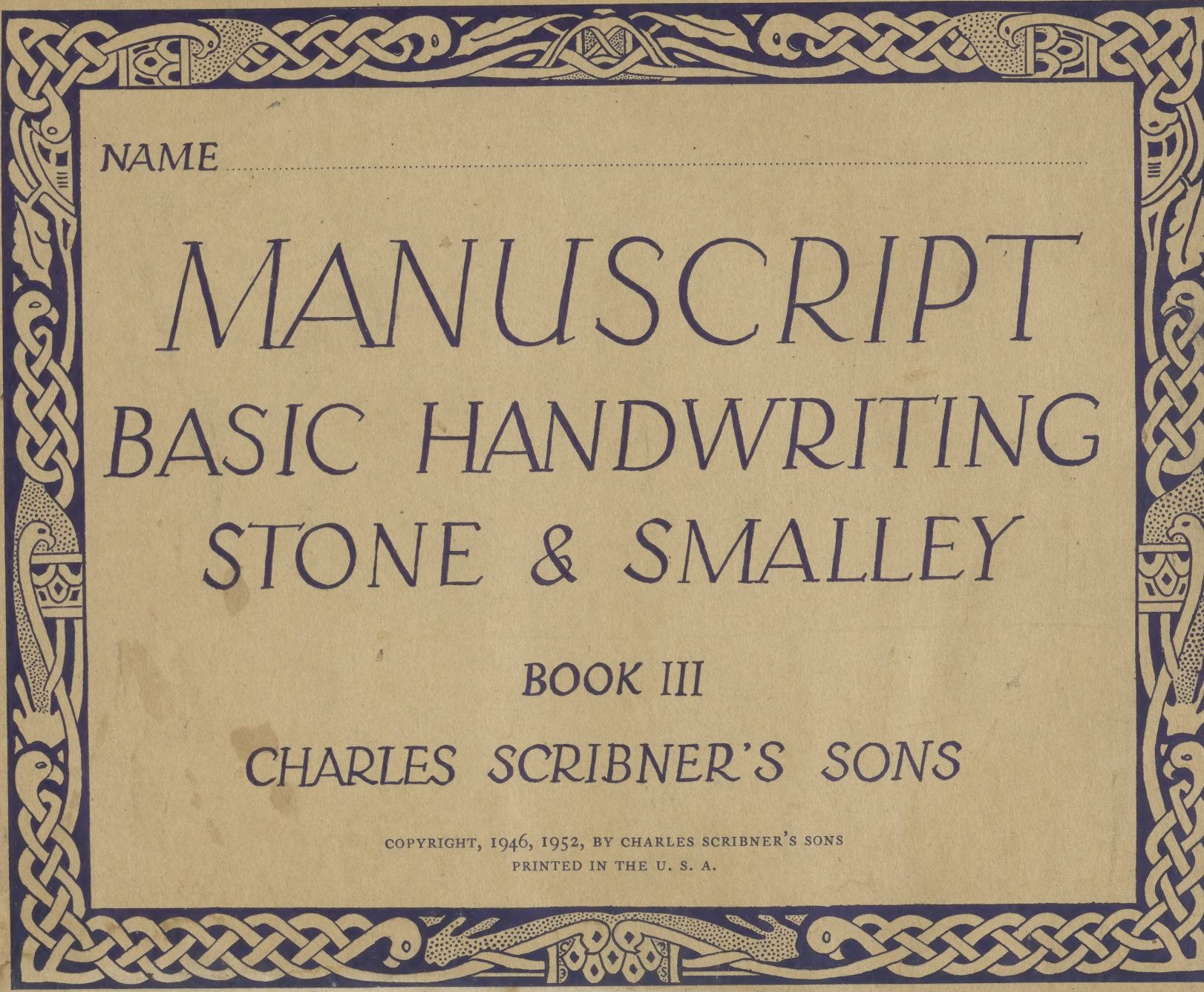




NAME

MANUSCRIPT
BASIC HANDWRITING
STONE & SMALLEY

BOOK III

CHARLES SCRIBNER'S SONS

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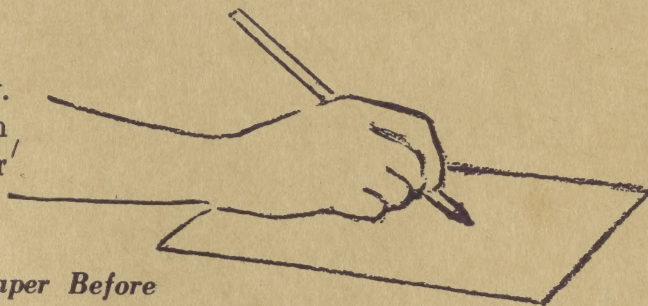


One, two, three,
As straight as you can
be —



A bent and crooked
back
Is a sorry sight to see!

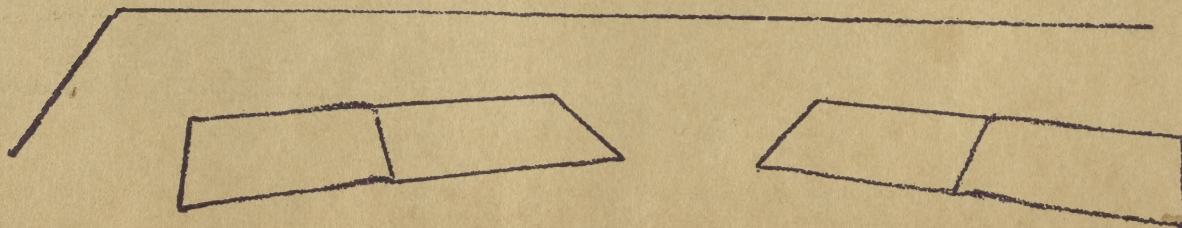
Hold your pencil or pen lightly.
Keep your fingers about an inch
from the end of the pencil or
pen.



*Always Practice On Practice Paper Before
Writing In Your Book.*

Place your paper straight or slightly tilted.

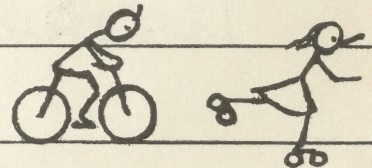
Position of Tilted Paper



Right-handed children

Left-handed children

To school again, school again
Ride bicycles or skate,
Here comes the school bus
Hurry, don't be late.



NAME _____

DATE _____

Copy the poem to show your best writing.

I like to swim and play. 

1.

2.

3.

I like to go riding.



1.

2.

3.

I like to roller skate too.

1.

2.

Before copying this page, practice writing like on other paper. The rounded part of **k** is the same height as **e**. Check your best copy of the sentences.

I like to read stories.

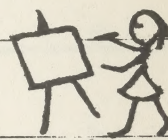


1.

2.

3.

I like to draw pictures.



1.

2.

3.

I like to play ball games.

1.

2.

On other paper, practice making o and a round. Write each letter ten times. Make a well-

rounded  first when writing o a d g

Review of Joinings

im an ir ar up er en

1

2

3

4

him any air cup pup

1

2

3

4

Make the downstroke of **p** first. Retrace the line and make the circle. *p* pup

Write these words without lifting your pencil. Dot **i** neatly after you finish the word.

Review of Top Joinings

5

ou ow on oo oa oy ox

1.

2.

3.

4.

our own wood won our

1.

2.

3.

4.

Practice writing the letter x.   Then write ox box fox fix

Let your hand glide lightly and smoothly along.

We went to the circus.

1.

2.

3.

We saw three big elephants.

1.

2.

3.

The clown made us laugh.

1.

2.

Choose one word for special practice before copying this page. Hold your pencil correctly.

Do not bear down heavily.

We went to the park.

1.

2.

3.

We rode in the pony cart.

1.

2.

3.

I gave nuts to a squirrel.

1.

2.

Practice the letters **q** and **g** before writing this page. The length of these letters below the

line is the same as the height of these letters above the line.

q g

New Joinings—"Up and over and back."

Your teacher will show you on the blackboard how to join these letters without lifting your pencil. Go "up and over" before starting back.



c c

ca

cc

ca

1.

2.

3.

4.

ca

ca

ca

can

can

1.

2.

3.

4.

Note to teacher: Be sure that the "up and over" joining stroke curves as much when joining a as when joining c. This will help to make a well-rounded and neatly closed.

The letters **d** and **g** are joined in the same way.

ar  ad add add ar

1.

2.

3.

4.

ar  ag bag bag bag

1.

2.

3.

4.

Copy the first line on this page. Compare with the model. How can you make your writing more like the model? Make a check like this  beside your best word in each line.

Autumn

Sing a song of seasons
Something bright in all,
Flowers in the summer,
Fires in the fall. - R.L.S.

Before copying this page, practice the capital letters that are used. Practice the capital letters that you use for your name. R.L.S. stands for Robert Louis Stevenson.

Columbus Day Oct. 12

1.

2.

3.

Columbus had three ships.

1.

2.

3.

Pinta, Nina, and Santa Maria.

1.

2.

On other paper, practice the capital letters used on this page. Write each five times. Make a check like this ☒ by your best ones. Practice the letters **h** and **b**.

h b

New Joinings—"Up and down"

Your teacher will show you on the blackboard how to join these letters.
When you write **t** go up lightly and come down by the same line.



at at o ot hot

1.

2.

3.

it it hit hit stop stop

1.

2.

3.

Yes, I eat lunch at noon.

1.

2.

Always cross **t** and dot **i** neatly after you have finished writing the word.

I can add. I can count.

I can swing. I can hop.

I can paint. I can cut.

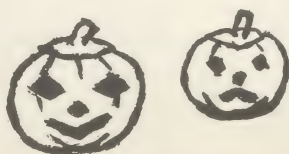
Do not bear down heavily. Write easily and smoothly. Can you write each word on this page without lifting your pencil?

Halloween

A lean black cat
By the old witch sat,
At the end of a windy day.
A whir and a whistle
They are off like a thistle
Over the roofs and away.

cats · jack-o'-lanterns · witch

Before copying this page, practice writing the capital letters.



More Practice in Joinings

Your teacher will show you how to write these words without lifting your pencil.

and and may may car car

1.

2.

3.

dr dr dog dog or or our our

1.

2.

3.

down down town town

1.

2.

To join **a**, **o**, or **d**, be sure to go “up and over” before going back. Make **c** first. Keep these letters well-rounded. Be sure to close **a**, **o**, **d**, and **g** neatly.

My dog lay down in our car.

He would not get out.

Father took him down town.

Practice these letters before writing this page. u w y

The teacher will show you on the blackboard how e changes.

e e ee Can you see me?

1.

2.

3.

me me he he see see

1.

2.

3.

we we were went very

1.

2.

Notice that e is different when this letter is joined to w or v. Dip the line when joining
w or v to e.

t/ th th the the the the

1.

2.

3.

then then then they they

1.

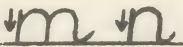
2.

3.

father mother brother sister

1.

2.

Practice joining the letters **t** and **h** on the blackboard. Always cross **t** and dot **i** after you have finished the word. Practice **m** and **n**.  Make the arches well-rounded.

Thanksgiving dinner

Indians The Mayflower

Pilgrims Plymouth Rock

Have you closed **a**, **d**, and **g** neatly? Did you dot **i** and cross **t** after you finished the word?

Is the length of **y** and **g** below the line the same as their height above the line?

1 The Pilgrims and Indians

2 had Thanksgiving together.

1

2

1

2

Have you dotted **i** neatly? Is your crossing on **t** straight?

Joinings to Practice

wi wi with will wind

1.

2.

3.

we we were went very

1.

2.

3.

We went with my mother.

1.

2.

Note to teacher: Capital W may be either curved or pointed. A child may be allowed to choose the form he prefers, or the teacher may decide which form shall be used uniformly and drilled upon. For some children the curved form is far easier to make.

w wl why what when

1.

2.

3.

o ot hot not lot other

1.

2.

3.

o old cold told look book

1.

2.

Retrace the upward line neatly and carefully when joining a letter to **h**, **k**, **t**, or **l**. Notice that **t** is not as tall as the other tall letters.

A B C D E F G H I J K

L M N O P Q R S T U V

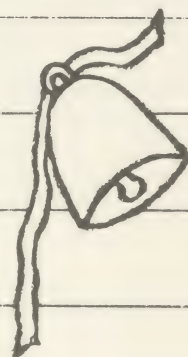
W w X Y Y Z

Write the first names of some of the children in your class on the last three lines.

'Twas the night before
Christmas,
And all through the house
Not a creature was stirring,
Not even a mouse.

If a line of poetry is too long for the line on the paper, this shows you what to do.

A Merry Christmas
and a
Happy New Year
to you
from Kay Evans



This shows how a Christmas card looks when you use some joinings in your writing. Use your own name if you want to.

A Merry Christmas
and a
Happy New Year
to you
from Kay Evans

This shows how a Christmas card looks when you do not join any of the letters. Cut a paper this size. Make and decorate a Christmas card.

Perhaps

Up in the sky
A plane goes by.
Some day I may
Fly far away.
What do you think
My mother will say!



On the two bottom lines, practice words that might cause you trouble. Practice the capital letters. Then see if you can make a perfect copy of the poem on page 29.

My best writing _____

Name _____

Date _____

January February March

April May June July

September October

November December

Review the capital letters before copying this page. Be sure you can make them all correctly. Refer to page 24 if you need to.

Your teacher will show you on the blackboard how **r** and **s** change.

31

r r r r r rr rr rr

ran ran are are run purr

s s s us us has sea is

Note to teacher: The tips of **r** and **s** are a little higher than the other small letters such as **a**, **e**, **o**, and **n**. The top of **r** slants slightly. Give thorough practice on new **r** and **s**.

Begin by making y, g, and j exactly as you have always done. Then add the loop for joining.

Your teacher will show you on the blackboard how to do this.

y y y y g g g g j j j

1.

2.

3.

your yours go go joy joys

1.

2.

3.

Can you go? Yes, I can go.

1.

2.

Keep the downstroke straight before you begin to loop y, g, and j. Make loops small. Remember that the length of the loops below the line is the same as the height of these letters above the line. Practice joining capital C to a, capital Y to e. Review r and s.

1 you

2 yes

3 yet

4 get

5 gone

6 gave

7 give

8 age

9 jam

10 just

Write each word five times. Draw a line under the best one.

Let your hand glide lightly and smoothly along.

Writing Numbers

1 2 3 4 5 6 7 8

1

2

3

9 10 11 12 13 14 15

1

2

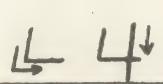
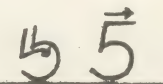
3

\$6.75 \$.05 \$10.34 \$.99

1

2

Make each number except 4 and 5 with one stroke.

3 goldfish	\$.25 each	\$.75
------------	-------------	--------

5 snails	.10 each	.50
----------	----------	-----

2 turtles	.30 each	.60
-----------	----------	-----

6 plants	.10 each	<u>.60</u>
----------	----------	------------

		\$2.45
--	--	--------

Your teacher will show you on the blackboard how **f** changes. Keep the downstroke straight and firm.

f f f fire from first after

1.

2.

f f of of of off off

1.

2.

The flag of freedom flies here.

1.

2.

Note to teacher: The joining loop of **f** is postponed so that pupils will form the habit of making a firm, straight downward stroke before looping the letter.

Safety Rules

Watch the traffic lights.

Play in a safe place.

Don't run out between parked cars.

Practice on other paper all the words with the new forms of s, r, and f.

Your teacher will show you on the blackboard how **r** and **s** are joined to **o** and **w**.

ran are run or for more

1.

2.

3.

us has is most rose wrote

1.

2.

3.

yes Yes arrow knows story

1.

2.

3.

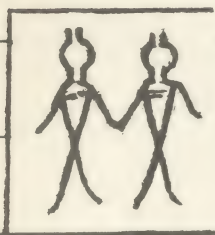
After you have written each line, compare it with the model. How can you make your writing more like the model? Make a check like this  beside your best word in each line.

Ships

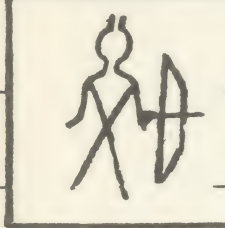
I saw a ship a-sailing,
A-sailing on the sea,
And oh! it was all laden
With pretty gifts for me!

Compare this page with pages 1, 10, and 25. Has your writing improved? Practice the words **gifts**, **sailing**, **laden**.

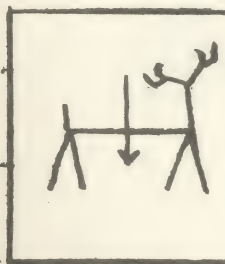
Long ago people wrote by using pictures for words. These are some of the signs the Indians used.



Two Indians at peace.



A warrior shooting.



Deer shot with arrow.

Do not bear down on your pencil. Let your pencil glide smoothly along.

Capital Letters

41

Indian Names

Fire Heart

Swift Eagle

Red Bird

White Cloud

Two Moons

Corn Tassel

Dark Bear

Little Turtle

Shining Star

If I were an Indian I would like to be named

Practice joining capital **R** to e, capital **C** to l, and capital **C** to o.

Grant, Texas
February 6

Dear Fred,

We miss you very much and hope that you will be back soon. We gave an Indian play. Bob was the chief. He passed the peace pipe to the warriors.

Come back soon.

Keith Lee

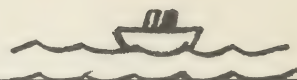
Copy the letter or write one of your own.

Mr. Fred Norwood
675 Oak Street
Grant, Texas

On other paper, address an envelope to yourself.



Rain



The rain is raining all around,
It falls on field and tree,
It falls on the umbrellas here,
And on the ships at sea.

-R.L.S.

Have an exhibit of this page. See how many in the class have written it neatly and well.

Practice the words **falls**, **ships**, **here**.

Monday Mon. Tuesday Tues.

Wednesday Wed. Thursday Thurs.

Friday Fri. Saturday Sat.

Sunday Sun.

Look at your writing carefully. In the blank space, write the letters that you need to practice specially.

We have art on Wednesday.

1.

2.

3.

We go to assembly on Friday.

1.

2.

3.

We had a fire drill on Thursday.

1.

2.

3.

Practice the words **have**, **drill**, **assembly** before writing this page. Check your best.

Drink some milk every day.

1.

2.

3.

Eat fruit and green vegetables.

1.

2.

3.

Don't forget to brush your teeth.

1.

2.

3.

Practice the looped letters before writing this page. Are your loops well-made?

Unjoined manuscript is always useful for making posters and notebook covers, filling out blanks, making lists and lettering maps. Be sure that your letters are well formed and closely packed. You will often have forms like the one below to fill out. How well can you make it look?

Name _____

(Print, do not write)

Age _____

Birthday _____

Address _____

*(Street)**(Town or City)**(State)*

School _____

Grade _____

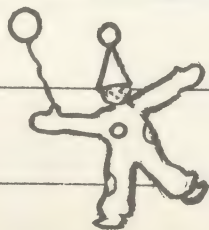
Circus - Grade III

Thursday at
12:00 o'clock

Ice cream 10¢

Grab bag 3¢

Fun and Frolic



A Story Book
by
Virginia Rutherford
Westover School

When you make a book cover you will probably want to use unjoined manuscript. Copy the one above or make your own.

Capital Letters

The important words in the titles of stories begin with capital letters. This is the Table of Contents for a book of stories.

My Pet Dog	Page 1
A Trip by Bus	3
Vacation on Quaker Hill	5
A Book I Like	7
A Good Joke	9

Review the capital letters before copying the Table of Contents.

Practice writing **b**, **k**, **p**, and **z**.

If I Had a Wish	10
A Fairy Story	12
My Favorite Place	14
An Indian Story	17
Riddles and Puzzles	20

Perhaps you can make a story book. Practice **c**, **a**, **o**, **d**, and **g**. Are you making these letters round? Are you joining **o** and **r** correctly?

Practice in Smooth, Easy Writing

the

they

there

then

this

that

these

them

said

says

Write each word five times. Draw a line under the best one in each row. Practice **the**, **r**, and **s**.

why

what

when

where

was

were

for

from

see

seen

Write each word five times. Draw a line under the best one in each line. Practice **wh**, **we**, and **f**.



My Dog



My dog ran away. I hunted and hunted for him. I heard a bark. I jumped out of bed. I ran to the door. There he was! He was very tired and hungry.

Finish the story. Try to make your writing look as well as the model.

Copy the story here, or write one of your own.

Practice in Smooth, Easy Writing

Write each word five times. Draw a line under the best one.

gave

goes

going

again

how

your

have

did

does

could

would

Hold your pencil correctly. Do not bear down heavily. Practice u, w, and y.

Does this sentence use every letter in the alphabet? Can you write it quickly and smoothly?

The quick brown fox jumps
over the lazy dog.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Check yourself to be sure that you are making all letters correctly.

Pen Work

/// /// /// /// /// /// ///

/ / / / / / / / / / / /

- - - - - - - - - -

| - | | - | | - | | - | | - | | - |

(((((((((((((((((

rr rr rr rr rr rr rr rr

Notes to Teachers

Posture

Children should sit comfortably and hold the pencil easily. Provide chair and table of a proper size so that the feet rest flat on the floor and the forearms can naturally take the correct position for writing. (See posture picture on inside of front cover.)

Position of Pencil or Pen

Place the pencil or pen in the child's hand as often as it is necessary, but do not let him write with the hand in a cramped position. (See picture on inside of front cover.)

Materials

Good paper and good soft pencils, smooth blackboards and soft smooth chalk are a help in getting good results. Blackboard writing is good practice. The space on the blackboard on which a child writes should be opposite his eyes. If lines are used, place them about three inches apart.

When beginning the use of ink, provide pens that are not too fine. Choose the kind of ball-point or medium stub that will slide most smoothly and easily over the paper. Fountain pens are often excellent.

Position of Paper

Paper may be placed straight on the desk or at an angle of about 30 degrees. If tilted, the paper of a right-handed child should tilt toward the *left*, that of a left-handed child toward the *right*. The writing shown in this book is slightly slanted. However, children who show a natural tendency to write vertically should be allowed to do so.

Size of Writing

Do not feel that the writing of all third graders should be uniform in size. The variation will be and should be considerable. Children with poor muscular control should not attempt finely coordinated movements. Children with easy muscular control begin reducing the size of their writing easily and soon. It is always an individual matter and should be so treated. However, a tendency to write too small should be discouraged.

Spacing

In general, pack the letters in each word close together. Rounded sides of letters should be placed close together. Straight lines should be farther apart. Good spacing and packing are closely related to good joining and to the whole appearance of good handwriting.

Use of the Book

The book contains spaces in which to write after preliminary practice. Provide paper generously for this purpose.

INTRODUCTION TO JOINED HANDWRITING

Manuscript writing is an excellent basis for joined handwriting if children have formed the habit of making the letters correctly. If any child is proceeding incorrectly in making the manuscript letters time would be saved by using the kind of practice which is provided on pages 5-7, 10, and 11 of Book Two of this series. Notice that the letters have been grouped here for practice in a way which is of maximum efficiency for forming habits of right procedure. Many children make their print letters in ways that have no relation to the correct procedure in making the same letters in written form. This is unnecessary and is a waste of time. Bad habits will be hard to break later on and will continually hamper progress. *Check carefully to see that letters are made properly.*

Children may acquire an interesting joined handwriting without stress or strain if it is approached by easy stages. Practice of the simplest elements involved in joining letters is always greeted with enthusiasm. These joinings will gradually find their way into the children's writing. There will be wide individual variation about this. Do not force it. Remember that many adults write partially joined hands. Some adults write totally unjoined hands. Writing may rightfully combine joined and unjoined letters if the letters are well spaced. The appearance of joining will often result simply from such letter placing. *Stress comfortable posture and easy movement. Letters should always be made lightly, smoothly, rhythmically.*

USE OF INK

Practice in the use of pens may begin at any time when children show readiness. When the proper time arrives, pens, blotters and pen-wipers are of great interest. Special

practice in dipping a pen in ink to a proper depth, using a blotter without blurring, and wiping a pen carefully, interest and please them.

It is well to discuss the ways in which fingers get inky, and have an inspection of hands after early efforts.

Take up carefully all the points concerning posture, and the position of pen, hand, and paper which have received attention during earlier writing. If a habit of holding the pencil correctly has been formed earlier it will be of great help in handling a pen. Special practice will be needed by children who tend to tip the pen sidewise or change the position of the pen-point in making the different parts of a letter. The point of the pen should always rest flat on the paper so that both sides of the nib receive equal pressure.

Early practice with ink may well consist simply in marking with the pens. If children use the new tool in accordance with the standards which have been mentioned this will be enough to absorb their attention for some time. Suggestions for such practice will be found on pages 60 and 61.

a b c d e f g h i j k l m n o p
q r s t u v w x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I

J K L M N O P Q R

S T U V W W X Y Y Z

STONE and SMALLEY'S DEVELOPMENTAL HANDWRITING PROGRAM

MANUSCRIPT BASIC HANDWRITING

Book One, First Grade Basic Manuscript
Book Two, Second Grade Introduction to Joined Manuscript
Book Three, Third Grade Development of Joined Manuscript
Leading to Cursive Writing

CURSIVE BASIC HANDWRITING

Book Four Fourth Grade
Book Five Fifth Grade
Book Six Sixth Grade
Book Seven Seventh Grade
Book Eight Eighth Grade

ALPHABET WALL CARDS

For use with

MANUSCRIPT BASIC HANDWRITING . . . Book One
MANUSCRIPT BASIC HANDWRITING . . . Books Two and Three
CURSIVE BASIC HANDWRITING Books Four through Eight

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